R E P O R T R E S U M E S

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NEW HANOVER COUNTY SCHOOL UNIT'S PLAN FOR UTILIZATION OF THE FUNDS FOR TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, A STUDY PRESENTED TO THE FACULTY OF THE SCHOOL OF EDUCATION, THE UNIVERSITY OF NORTH CAROLINA.

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THE EDUCATIONAL ACHIEVEMENT OF 3,635 STUDENTS FROM EDUCATIONALLY DEPRIVED SCHOOLS WAS COMPARED WITH STUDENTS ATTENDING SCHOOLS WHERE HIGHER SOCIO-ECONOMIC LEVELS PREVAILED. RESULTS REVEALED SIGNIFICANT DIFFERENCES WITH REGARD TO (1) LANGUAGE ARTS, (2) READING ACHIEVEMENT, (3) AREAS OTHER THAN LANGUAGE ARTS AND READING (ARITHMETIC AND PROBLEM SOLVING, SOCIAL STUDIES, AND SCIENCE), AND (4) HEALTH AND PHYSICAL EDUCATION. IT WAS DETERMINED THAT THE DIFFERENCES BETWEEN THE TWO SCHOOL GROUPS WERE CLEARLY IN FAVOR OF THE MORE SOCIO-ECONOMICALLY ADVANTAGED, AND THAT HEALTH NEEDS SEVERELY IMPEDED EFFORTS TO ENRICH THE EDUCATIONAL EXPERIENCES FOR THE DISADVANTAGED. PROVISION WAS MADE FOR SPECIAL ASSISTANCE IN THE FORM OF MEDICAL CARE, FOOD, AND CLOTHING. WELL-EQUIPPED DIAGNOSTIC AND CORRECTIVE CENTERS, STAFFED BY SPECIALISTS, WERE ESTABLISHED FOR THE AID OF THOSE STUDENTS WHOSE DIAGNOSTIC RECORDS INDICATED A NEED FOR THIS SERVICE. TEACHERS WERE PROVIDED FOR SPECIAL ADJUSTMENT CLASSES TO MEET THE NEEDS OF PREDICTIVE DROPOUTS, WITH HOME CONTACTS BEING MADE BY SOCIAL COUNSELORS. A TUITION-FREE SUMMER PROGRAM, INCLUDING REMEDIAL COURSES AND A SPEECH THERAPY CLINIC, WAS PROVIDED. THE EVALUATION PHASE OF THE PROGRAM IS NOW PLANNED. (DA)

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A STUDY

PRESENTED TO

THE FACULTY OF THE SCHOOL OF EDUCATION

THE UNIVERSITY OF NORTH CAROLINA

BY

JOHN J. SCOTT

RC001623

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A Study

Presented to

The Faculty of the School of Education

The University of North Carolina

In Partial Fulfillment

of the Requirements for Education 295

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by

John J. Scott

January, 1966

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Adviser

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CHAPTER I

INTRODUCTION

The New Hanover County School system, located in south eastern North Carolina, in an effort to obtain funds under Title I of the Elementary and Secondary Education Act 1965, developed a proposal for presentation to the proper state authorities for approval, so that the unit could receive benefits made available through this legislation.

I. THE PROBLEM

Statement of the problem. The problem was the implementation of an improved educational program in the qualifying schools of New Hanover County. The needs of children in these schools had to be determined and this diagnosis used as a basis for establishing a program of improvement with the funds available under Title I of the Elementary and Secondary Education Act 1965.

Justification. In New Hanover County, 3,635 children were found to be eligible for this aid. To meet the needs of the educationally deprived, funds were granted. With needed funds supplied, a program was established to meet specific needs of the educationally deprived. With a school program to meet the needs of this group of people, their education was expected to continue for a longer period of time and the dropout rate expected to lower. Students were better prepared to live useful lives as citizens in a democratic society. John W. Frazer,

speaking at the seventieth annual meeting of the Southern Association of Colleges and Schools, November 30, 1965, said, "Unless we break the cycle of poverty, by 1970 we can expect that one out of every two children in large cities will be in the category of the deprived child."[1]

> By all known criteria, the majority of urban and rural slum schools are failures. In neighborhood after neighborhood across the country, more than half of each age group fails to complete high school, and 5 per cent or fewer go on to some form of higher education. In many schools the average measured IQ is under 85, and it drops steadily as the children grow older. Adolescents depart from these schools ill-prepared to lead a satisfying, useful life or to participate successfully in the community.[2]

Limitations of the study. The study was limited to the New Hanover County School Unit, in so far as geographical scope was concerned. Further, the scope of this project was limited to areas that were fundable only through the Elementary and Secondary Education Act of 1965. Duplication of effort by the Board of Education and the community action agencies was avoided in order to insure the most effective use of the funds made available under Title I.

II. PROCEDURES

Establishment of project priorities. In order to determine a project priority list in New Hanover County, it was decided to have several meetings between members of the central office staff and other groups in the school unit. Two conferences with the principals of the unit's schools and two meetings with sixteen teacher representatives made up this phase of the study. The meetings were all day work-

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[1]Permission to quote secured.

[2]Jerrold R. Zacharias, Innovation and Experiment in Education (Washington: U. S. Government Printing Office, 1964), p. 30.

conferences with substitutes for the teachers being provided by the county. The teachers indicated that they believed the greatest need was in the area of language arts. The principals believed in the importance of language arts, but they felt that health needs must be met before educationally deprived children could make optimum progress in any academic area. These conferences were conducted along the following lines: (1) introduction to the problem; (2) defining eligibility of projects; (3) discussions about the unit's specific needs; (4) breakup into small groups for continued discussion; and (5) participants listing the priority of needs, as they considered the matter. The priority lists constructed by the teachers and principals of New Hanover County are illustrated in Table I.

Comparison of achievement. A study of the achievement of 3,635 children from the qualifying schools as compared with children in schools in attendance areas of a higher socio-economic level in New Hanover County was made in the following areas: reading in grades 3, 6, 9, and 12; general achievement in grades 3, 6, 9, and 12; summary of physical fitness tests, grades 4-12; summary of health and physical defects, grades 1-12; analysis of dropouts, grades 7-12, 1964-65; analysis of student retentions, grades 1-12, 1964-65; and analysis of student absences, grades 1-12, 1964-65. The findings in each of these areas were discussed and were utilized as exhibits justifying the major project and its sub-parts. These findings were further illustrated in tables, to which references were made as each area was examined.

Evaluation of techniques. The findings in each of the areas compared showed specific needs of the qualifying schools. Funds provided by the act allowed New Hanover County to establish a program

TABLE I

PRIORITY OF NEEDS

Need	Ranking by Teachers	Ranking by Principals
Language Arts:	1	2
Health:	2	1
Nurse		
Supplies		
Medical		
Food		
Clothing		
Instruction:	3	3
Adjustment Classes		
Continuation Program		
Work Study		
Tutorial		
Enrichment Classes		
Pupil Personnel Services:	4	4
Guidance		
Coordinators		
Social Workers		
Psychologists		
Special Teachers		

specifically designed to alleviate the problems of the educationally deprived child.

III. DEFINITIONS OF TERMS USED

Adjustment Classes. These were small classes of twenty or fewer students on the junior and senior high school levels. A flexible program was designed to meet specific needs of individuals.

Corrective Center. The Corrective Center was an office located in each qualifying school to serve as the headquarters of the corrective specialist when that person was in the school.

Diagnostic Learning Center. The Diagnostic Learning Center established in the unit's central office, served all qualifying schools.

Diagnostic Learning Center Coordinator. This person directed the work of the staff located at the Diagnostic Learning Center, and coordinated the work of the specialists in the qualifying schools.

Educationally deprived child. These children were defined as:

> Children whose educational achievement is below or without special aid are likely to fall below that normally expected of children of their age and grade. The term also includes children who are handicapped by physical, mental, or emotional impairment.[3]

Non-qualifying schools. These were schools which did not meet the criterion necessary in order to be provided for by the program.

Project Coordinator. The program was under the immediate supervision of the Project Coordinator, who was assigned to the staff of the unit's director of instruction.

Qualifying schools. Schools referred to in this way were those

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[3] School Programs for Educationally Deprived Children. U. S. Department of Health, Education, and Welfare Office of Education, Washington, D. C., 1965, p. 1.

which met the criterion established as necessary in order to be included in the program.

Social Counselors. These persons made home contacts in cases where student difficulties indicated the need for such action. The counselors visited homes of dropouts in an effort to get them back into school.

Teacher Technicians. These people had previous college training or were currently enrolled in an approved college program. The technicians were assigned to work with the primary grade teachers.

Television Coordinator. A bachelor's degree and a minimum of three successful years of teaching experience were required for the Television Coordinator, who was assigned to the staff of the Director of Instruction. He was responsible for the selection and training of other studio personnel, and for the content and the quality of the programs.

Television Teacher. A class "A" certificate in elementary education and successful teaching experience were established as qualifications for this position. The television Teacher was responsible for the development and the presentation of television lessons, and assisted with in-service programs dealing with the use of television in the classroom.

Television Technician. The person holding this position was at least a high school graduate with additional training in electronics. The technician was responsible to the Television Coordinator for the operation and maintenance of all studio equipment.

IV. ORGANIZATION OF THE REMAINDER OF THE FIELD STUDY

The remainder of the field study included a review of the literature, a report on the results of research in the New Hanover County unit, and a proposed program for the educationally deprived students.

CHAPTER II

REVIEW OF THE LITERATURE

The Elementary and Secondary Education Act of 1965, Title I, called for financial assistance to local educational agencies for the education of children of low-income families. The literature relative to the topic at hand was limited. The recency of the act obviated the existence of extensive writings and evaluations of the act.

Inasmuch as it appeared that communication skills were basic to a continuing education, no child should be deprived of the opportunity to develop these skills. Strickland, in support of this position, stated:

> He cannot learn to read chemistry, higher mathematics, psychology, economics, or all the other intellectual matter into which he may be drawn in later years. To learn to deal with the vocabulary of these areas would do him no good until he has occasion to use the vocabulary and has developed the background and the maturity for understanding it.[1]

Evidence indicated that an effective way to improve language facilities was to begin with a diagnosis to determine the difficulties. This was seen in the following paragraphs:

> A teacher who desires to help a retarded reader needs to study the individual diagnostically. The diagnostic study will help the teacher know the child better and understand the cause of his retardation in reading. . . .
>
> Another type of diagnosis is needed. Before the teacher can

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[1] Ruth G. Strickland, The Language Arts in the Elementary School (Boston: D. C. Heath and Company, 1957), p. 243.

> begin an effective corrective program it is necessary to know what the child needs to learn in order to become a good reader. A study must be made to determine what reading skills the child now possesses and what skills he must learn. Then the teaching of reading may be specific, and designed to equip the child with the specific skills which he needs. It is frequently said in reading clinics that the teaching of reading begins with appraisal and must be specific.[2]

Gordon, writing on educational trends in meeting the needs of poverty stricken children, stated:

> The principal focus of fundamental curricular change in compensatory programs has been reading and language development. New reading methods and materials, the training of teachers to use them and the extensive use of such special personnel as remedial reading teachers or reading specialists all are evidence of the primacy of reading in the hierarchy of school learning.[3]

A paper given by Doxey A. Wilkerson, at the Western Regional Membership of the College Entrance Examination Board, June 7, 1964, dealing with the subject of education for disadvantaged children, reported:

> All of the programs that we have learned about stress language arts and reading. Explanation of the reading emphasis, of course, is quite obvious. All of the studies that have been made of the academic performance of disadvantaged children reveal, among other things, major deficiencies in the use of language, a basic tool for all other academic success. But more than that, as the studies of Bernstein, in London, and others are pointing out, language development is intimately tied up with cognitive development itself. It is more than a tool for learning, but the process of linguistic growth directly conditions cognitive growth. Hence, language development is fundamental; and efforts to improve language abilities of disadvantaged children are characteristic of all of the programs we have thus far heard about.[4]

Learning was recognized as related to the health of the individual. "While the satisfaction of all needs depends in some degree on

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[2]Carl F. Brown and Richard Walser, A Guide to Curriculum Study English Language Arts (Raleigh: State Board of Education, 1959), p. 29.

[3]Edmund W. Gordon, "A Review of Programs of Compensatory Education," Reprinted from American Journal of Orthopsychiatry, XXXV (July, 1965), 644.

[4]Permission to quote secured.

the extent to which other needs are met, the importance of physical health is apparent."[5] Olson, writing on experiences for growth, said:

> Adequate planning for growth includes provisions for food, exercise, shelter, clothing, health protection, and opportunities for learning. All areas of nurture are interdependent, and advances are best made by work on all fronts.[6]

A section of the National Education Association's project on the instructional program of the public schools, dealing with health education, stated that:

> Emphasis on health education is particularly important in a curriculum for the culturally deprived child. To be effective this instruction, too, must be realistic for the child's situation. . . . Since economic deprivation is a major factor in the health problems of the culturally disadvantaged, special services the school can help mobilize from other community agencies should be considered.[7]

The value of one's self-concept was realized and emphasized as the main underlying necessity in reaching one's potential. Lee and Lee, in stressing the importance of the self-concept, wrote:

> If a child's concept of himself is that of someone whom other people are friendly toward, he is friendly in turn. But, if he sees himself as someone whom others ignore or belittle, his concept of himself is poor. He reacts accordingly and withdraws or strikes out before the other person has a chance to establish a friendly feeling.[8]

Gordon pointed out that different programs have been provided for classroom teachers in order that individual instruction might take place. In this connection, he stated:

Various programs have provided time for classroom teachers to

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[5]J. Murray Lee, and Dorris May Lee, The Child and His Curriculum (New York: Appleton-Century-Crofts, Inc., 1960), p. 24.

[6]Willard C. Olson, Child Development (Boston: D. C. Heath and Company, 1949), p. 325.

[7]Dorothy M. Fraser, Deciding What to Teach (Washington: National Education Association of the United States, 1963), p. 59.

[8]Lee, op. cit., p. 31.

> offer individual instruction and generally function with greater flexibility. These programs include employment of extra classroom teachers; use of specialists in such areas as music, science, art, or mathematics, and use of volunteer aides to assume routine classroom burdens.[9]

Evidence appeared to indicate that teacher technicians were of great strength to instructional programs. A progress report by the staff of the North Carolina Comprehensive School Improvement Project reported:

> In general the reactions made by the respondents that favored the teacher aide services were: (1) teachers had more time to teach; (2) teachers had more time for planning; (3) contributed to instructional program by taking on clerical duties of the teachers; (4) contributed to the instructional program by helping with preparation and in securing instructional materials and supplies; and (5) teacher aides are indispensable.[10]

Evidence existed to indicate the need for a strong music program. "General music is a special area and the teacher of general music is, or should be, a highly skilled specialist."[11]

Wilson, writing on the title "Why Music Education?", stated that music gave a basis for forming value judgments. In this connection, he wrote:

> "Value judgment" means being able to distinguish between right and wrong, between good and bad, between material that has intrinsic worth and that which is cheap, tawdry, or vulgar. The ability to form value judgments helps to differentiate man from other species--makes him different from an animal or vegetable.[12]

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[9]Gordon, loc. cit.

[10]North Carolina Comprehensive School Improvement Project Staff, "A Progress Report of the North Carolina Comprehensive School Improvement Project 1964-65 School Year" (Raleigh: State Department of Public Instruction, 1965), p. 11. (Mimeographed.)

[11]Hyman I. Krongard, "Why Music in the Public Schools?", Music Educators Journal (September-October, 1963), 127.

[12]A. Verne Wilson, "Why Music Education?", The National Elementary Principal, XXXIX (December, 1959), 8.

Taylor, writing on music as a source of knowledge, stated:

> We do know, from the experience which teachers have had with students in the arts, that one of the quickest ways to the creation of a live intelligence is to provide an opportunity for those who have been culturally deprived to engage directly in one of the arts.[13]

Krongard, writing on music as a teaching tool, said:

> Music can be and is a powerful and pervading teaching tool. In social studies, in geography, in citizenship education, in literature, art and drama, in language arts, in foreign languages, even in the remedial reading program, proper and full use of music can illuminate subject areas.[14]

Writing on the importance of art to the curriculum, Haan said:

> Art teachers learned before many other teachers did the importance of giving the child autonomy in the learning and exploring process of art. The sequential organization of experiences in art is dependent on understanding children's developmental stages.
>
> . . . . . .
>
> Because art expression is so central to personality development the products of children have particular significance for the teacher who wants help in understanding the meaning the child's behavior has to the child himself.[15]

Working on the problem of who should teach art, Lee and Lee said, in part:

> Seeing the depth and breadth to which the program has developed, only a specialist in the field can know all of it. Hence, the answer seems to be that the art specialist is needed to work with teachers and, occasionally, in certain situations and for specific purposes directly with the children.
>
> The art specialist can help the teacher think through a project so that the all important accuracy of concept is retained but the art work is of a much more desirable nature. The art specialist can

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[13]Harold Taylor, "Music as a Source of Knowledge," Music Educators Journal (September-October, 1964), 151.

[14]Krongard, op. cit., p. 124.

[15]Aubrey Haan, Elementary School Curriculum (Boston: Allyn and Bacon, Inc., 1961), p. 263.

> also help the teacher with the various media, techniques, and materials.[16]

Writing on the subject of organizing for teaching arithmetic, Stendler pointed out that pupils differ in arithmetic as they do in reading. This author then wrote:

> . . . . To provide for these individual differences, the class may be divided into small groups or some plan of individual instruction developed.[17]

Lee and Lee, wrote on grouping for arithmetic instruction in the following manner:

> . . . . Some children will be working on concrete, some on semi-concrete, and some on abstract experiences. Such a program requires the teacher to be very familiar with the ability and achievement level of his pupils. . . .[18]

In dealing with the problem of improving children's learning in the social studies, Michaelis wrote:

> Teachers should also understand and be sensitive to differences among children due to varying social backgrounds, recognizing that children from the lower classes differ from those in the middle and upper classes in attitudes, moral values, customs, privileges, and training. . . .[19]

Lee and Lee came to grips with this same social problem. In this connection they wrote on the development of values in the following manner:

> The home, church, school, and other agencies that work with children are all concerned with values. Certainly all forces do not

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[16]Lee, op. cit., p. 532.

[17]Celia B. Stendler, Teaching in the Elementary School (New York: Harcourt, Brace and Company, 1958), p. 230.

[18]Lee, op. cit., p. 392.

[19]John U. Michaelis, Social Studies for Children in a Democracy (Englewood Cliffs: Prentice-Hall, Inc., 1956), p. 96.

> work to develop the same values. The result is conflict and uncertainty. These conflicts complicate the problem for both the teacher and the learner. Conflicts sometimes occur between home and school. The school is most likely to hold to middle-class values. Lower-class homes are likely to have a different set of values. Obviously, problems will arise due to value conflicts unless the teacher is understanding.[20]

Lee and Lee, writing on the subject of developing scientific concepts, said:

> Man's greatest problem is the control of natural forces and the forces which he has put into operation for the welfare of all. These man-made forces created as a result of scientific development, have only partially contributed to the common good. Schools have been principally concerned with a type of descriptive knowledge about the result of scientific development. The real concern should be directed to science as a way of thinking and as an element which may or may not contribute to social good, depending upon control.[21]

Dealing with the way curriculum varies with the neighborhood, Haan made the following comments in respect to physical education:

> Physical education has a role to play in personality development second to no other elementary school area. Seen primarily as a contributer to the child's health, his physical skills, and his acquisition of moral values, it should also be seen, and utilized, for its contribution to his solution of some of his normal conflicts. . . . Physical education is peculiarly valuable in helping the children from some lower socioeconomic areas make the transition from personal, physical aggressions to the organized, socially approved aggressiveness of team and individual games. It is an accepted medium for learning some of the values of sportsmanship and interpersonal relations generally that these children will need to become mobile persons. . . .
>
> Each school staff should look carefully at the physical skills of its pupils and at the kinds of purposes physical education can serve.[22]

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[20] Lee, op. cit., p. 235.

[21] Lee, op. cit., pp. 406-407.

[22] Haan, op. cit., p. 114.

CHAPTER III

PRESENTATION OF DATA

As defined by the Act, low income families were those whose annual income was less than $2,000. Also included were those families who received assistance under the plan for aid to dependent children. This standard was used through the year ending on June 30, 1966. Since exact information concerning income was not available, the 1960 census was authorized to be used for making this determination.

I. FUNDS AVAILABLE

Using the 1960 census figures, the amount of money to be allocated to New Hanover County, under Title I, was $591,321.44. These funds were based on 3,656 eligible children five to seventeen years of age. New Hanover County had twenty-seven schools. The total number of children served was 19,134. The per cent of low-income families was 18.99. The Act called for the local public school personnel to determine the degree of concentration of children from low-income families within each attendance area, as compared to the concentration for the district as a whole. In order to be eligible for funds, under Title I, a school had to have a concentration of eligible children which was the same as or greater than, the concentration of such children for the unit as a whole. Schools also became qualified when they did not have the necessary concentration of low-income children but met another qualifying

criterion. This second reason for qualification existed when the school in question served children from feeder schools which were qualified. Utilizing these formulas for eligibility, it was found that New Hanover County had seventeen qualifying schools. It was important to note that New Hanover High School, Sunset Park Junior High School, and Chestnut Street School were qualified by virtue of the eligibility of schools from whom they received students. These eligibility statistics are illustrated in Table II.

II. LANGUAGE ARTS ACHIEVEMENT IN GRADES THREE AND SIX

The achievement studies indicated that the qualifying schools were below the remaining schools in the county in the language arts area. Table III, page 20, compared the qualifying and non-qualifying schools in the area of language arts for the third grade; the same information for the sixth grade was gathered and illustrated in Table IV, page 21.

III. READING ACHIEVEMENT GRADES NINE AND TWELVE

Table V, page 22, appeared to indicate that the children in the qualifying schools operated at a disadvantage when their reading skills were compared with the same skills of children in the non-qualifying schools. Table V, illustrated that there was only one non-qualifying school on the junior and senior high school levels. The two schools with higher percentile scores than the non-qualifying school and the one school which tied with the non-qualifying school were schools which were qualified because they received pupils from qualifying schools rather than

TABLE II

QUALIFYING AND NON-QUALIFYING
NEW HANOVER COUNTY SCHOOLS

School Attendance Area	All Children Served	Eligible Children	Per cent of Concentration
Washington Catlett	38	19	50.0
William H. Blount	585	258	44.1
Williston Sr. High	888	391	44.0
D. C. Virgo Jr. High	632	263	41.6
Peabody	705	289	41.0
Williston Jr. High	866	354	40.9
James B. Dudley	488	193	39.5
Mary Washington Howe	481	188	39.1
Gregory	1,226	478	39.0
William Hooper	259	93	35.9
Tileston	408	139	34.1
Lake Forest	1,026	325	31.7
Wrightsboro	633	123	19.4
Carolina Beach	254	49	19.3
New Hanover High	2,466	253	10.3
Sunset Park Jr. High	705	50	7.1
Chestnut	1,380	73	5.3
Sunset Park Elem.	987	30	3.0
J. C. Roe	385	11	2.9
Forest Hills	519	9	1.7
Ogden	297	5	1.7
College Park	470	7	1.5
Roland-Grise Jr.	1,248	18	1.4
Winter Park	725	9	1.2
Bradley Creek	730	6	.8
Edwin A. Alderman	544	2	.4
Wrightsville Beach	189	0	0.0
Total	19,134	3,635	18.9

NOTE: The first fourteen schools listed were qualified due to concentration of low-income families. The next three schools were qualified because they received pupils from schools that were qualified. The last ten schools on the list, beginning with Sunset Park Elementary, were not qualified.

because of the concentration of students from low-income homes.

IV. ACHIEVEMENT IN SUBJECTS OTHER THAN LANGUAGE ARTS AND READING

It was decided to check the achievement of children in the different schools in major areas other than reading. Third grade pupils were compared in arithmetic comprehension and problem solving; the sixth grades were evaluated in the areas of arithmetic comprehension, problem solving, social studies information, and social studies study skills; and grades nine and twelve were checked in mathematics, science, and social studies. In this portion of the study, certain significant findings were brought to light. In the third grade, achievement in arithmetic comprehension greatly favored the non-qualifying schools. Of the ten qualifying elementary schools, only four achieved a comprehension of from 4.0 to 4.5. The nine non-qualifying schools ranged from 4.1 to 4.8. In the area of problem solving, the qualifying schools were spread from 2.9 to 4.3; the non-qualifying schools were ranked from 3.4 to 5.3. It was interesting to note that the non-qualifying school with the lowest ranking in comprehension and problem solving was a school in a very low-income area that was slightly over the maximum qualifying income figure. The results of the comparisons are illustrated in Tables VI, page 23, and Table VII, page 24.

The comparison in general achievement for the ninth grade was in favor of the one non-qualifying school. The only qualifying school whose ninth grade students scored higher than the non-qualifying school's student body was one of the schools which had been qualified because it drew some students from a qualifying school. These findings are disclosed in

Table VIII, page 25.

V. HEALTH AND LEARNING

The health of the child was closely related to his efficiency as a learner. The steps taken to improve language arts in qualifying schools, in order to succeed, had to be presented to healthy, well fed, adequately clothed children. The area of health and physical education constituted an important supplementary area, as the problems of learning were considered.

This study established an analysis of health needs in order to determine whether or not the health needs in the qualifying schools were more critical than in the non-qualifying schools. Four general types of defects were evaluated. They were dental, visual, audio, and a miscellaneous classification for other defects. Needs were broken down as nutritional, examinational, clothing, and psychological. The findings of this survey follow:

1. Under the heading "Dental" the qualifying schools had a high of 93.8 per cent and a low of 4.0 per cent. The high for non-qualifying schools, under this heading, was 38.7 with a low of 1.4 per cent.
2. Visual defects for the qualifying schools ranged from 17.8 to 1.4 per cent, as compared with a high of 38.8 per cent to a low of .4 per cent in the non-qualifying schools.
3. The qualifying schools showed audio defects of from 5.6 to 0 per cent. The same defect went from 1.1 per cent to 0 in the non-qualifying schools.
4. Other defects in the non-qualifying schools ranged from a

TABLE III

MEAN GRADE LEVEL ACHIEVEMENT IN LANGUAGE ARTS
FOR PARTICIPATING SCHOOLS
THIRD GRADE

Qualifying Schools	Reading	Spelling	Language	Non-Qualifying Schools	Reading	Spelling	Language
Peabody	2.8	3.8	2.9	J. C. Roe	3.5	3.9	3.8
Mary W. Howe	3.1	5.0	3.4	Sunset Park Elem.	3.7	4.6	4.9
Tileston	3.1	3.6	3.1	Ogden	3.8	4.2	4.3
Wm. H. Blount	3.2	3.2	2.6	College Park	3.9	4.7	4.4
Gregory	3.4	4.5	3.5	Bradley Creek	3.9	5.4	4.8
Lake Forest	3.6	3.9	4.1	Forest Hills	4.2	5.1	5.0
Wm. Hooper	3.8	4.9	4.4	Wrightsville Beach	4.5	5.2	5.5
Wrightsboro	3.8	4.7	4.7	Winter Park	4.7	5.6	5.9
Carolina Beach	4.0	4.8	5.1	Edwin A. Alderman	5.2	5.5	6.0
Chestnut	4.3	4.7	5.1				
Means	3.4	4.3	3.7		4.1	4.9	5.0

NOTE: The test from which these figures were compiled was given in April, 1965. The Metropolitan Complete Achievement test was used.

TABLE IV

MEAN GRADE LEVEL ACHIEVEMENT IN LANGUAGE ARTS
FOR PARTICIPATING SCHOOLS
SIXTH GRADE

Qualifying Schools	Reading	Spelling	Language	Non-Qualifying Schools	Reading	Spelling	Language
Wm. H. Blount	4.30	5.12	5.10	Ogden	5.14	6.47	6.02
James B. Dudley	4.30	6.22	5.68	J. C. Roe	6.26	7.10	6.97
Gregory	4.90	6.48	5.89	Bradley Creek	6.85	7.10	7.62
Lake Forest	5.86	7.02	6.85	Sunset Park Elem.	6.87	7.20	7.92
Wm. Hooper	5.91	7.79	6.89	Winter Park	7.41	7.81	8.24
Tileston	5.95	6.23	6.25	College Park	7.51	7.40	7.43
Wrightsboro	6.55	7.01	7.48	Forest Hills	7.99	7.46	8.55
Chestnut	6.98	7.06	7.32	Edwin A. Alderman	8.02	8.33	8.64
Carolina Beach	8.65	7.35	7.95	Wrightsville Beach	9.48	8.55	9.62
Means	5.47	6.55	6.21		7.24	7.32	7.97

NOTE: The test from which these figures were compiled was given in April, 1965. The Metropolitan Complete Achievement test was used.

TABLE V

READING PERCENTILES, IN PARTICIPATING SCHOOLS, FOR GRADES NINE AND TWELVE

Qualifying Schools	Reading Percentile
D. C. Virgo	17 - 32
Williston Jr.	18 - 35
Tileston	20 - 39
Lake Forest	35 - 54
Sunset Park Jr.	39 - 59
Chestnut	54 - 71
Williston High (Grade 12)	17 - 33
New Hanover High (Grade 12)	55 - 80

Non-Qualifying School	Reading Percentile
Roland Grise	39 - 59

NOTE: The tests from which this information was taken were given in April, 1965. The ninth grade test was SCAT-STEP Level 3. The twelfth grade used SCAT-STEP Level 2.

TABLE VI

MEAN GRADE LEVEL ACHIEVEMENT IN ARITHMETIC
FOR PARTICIPATING SCHOOLS
THIRD GRADE

Qualifying Schools	Arithmetic Comprehension	Problem Solving	Non-Qualifying Schools	Arithmetic Comprehension	Problem Solving
Wm. H. Blount	3.1	2.9	J. C. Roe	4.1	3.4
Mary W. Howe	3.5	3.3	Ogden	4.1	3.7
Peabody	3.5	3.0	College Park	4.2	3.8
Tileston	3.7	3.2	Forest Hills	4.2	4.2
Lake Forest	3.8	3.7	Wrightsville Beach	4.2	4.6
Gregory	3.9	3.4	Edwin A. Alderman	4.3	4.7
William Hooper	4.0	3.8	Sunset Park Elem.	4.3	4.1
Wrightsboro	4.3	4.0	Bradley Creek	4.7	4.0
Carolina Beach	4.3	3.8	Winter Park	4.8	5.3
Chestnut	4.5	4.3			
Means	3.8	3.5		4.4	4.2

NOTE: The test from which these figures were compiled was given in April, 1965. The Metropolitan Complete Achievement test was used.

TABLE VII

MEAN GRADE LEVEL ACHIEVEMENT IN AREAS
OTHER THAN LANGUAGE ARTS
SIXTH GRADES

Qualifying Schools	Arithmetic Comprehension	Problem Solving	Social Studies Information	Social Studies Study Skills	Non-Qualifying Schools	Arithmetic Comprehension	Problem Solving	Social Studies Information	Social Studies Study Skills
Wm. H. Blount	5.66	5.40	4.55	4.59	J. C. Roe	6.35	6.37	6.98	5.49
Gregory	5.98	5.85	4.89	5.00	Ogden	6.49	5.91	5.51	5.40
James B. Dudley	6.33	5.58	4.65	4.58	Bradley Creek	7.12	7.11	7.04	6.95
Lake Forest	6.44	6.51	6.42	5.42	Sunset Park Elem.	7.31	7.31	6.66	6.12
Tileston	6.48	6.49	5.75	5.19	Forest Hills	7.40	7.65	7.92	7.43
Wrightsboro	6.84	7.18	6.82	5.87	College Park	7.43	7.11	7.11	7.27
Chestnut	6.91	7.21	6.91	7.07	Winter Park	7.44	7.32	6.86	7.22
Wm. Hooper	7.30	6.71	7.51	5.30	Wrightsville Beach	8.79	8.55	7.55	9.03
Carolina Beach	7.70	8.15	7.88	7.15	Edwin A. Alderman	7.81	8.09	7.94	7.46
Means	6.39	6.14	5.64	5.36		7.32	7.30	7.08	6.83

NOTE: The Test from which these figures were compiled was given in April, 1965. The Metropolitan Complete Achievement test was used.

TABLE VIII

PERCENTILES FOR GRADES NINE AND TWELVE
FOR AREAS OTHER THAN READING,
FOR PARTICIPATING SCHOOLS

Qualifying Schools	Math	Science	Social Studies
D. C. Virgo	00 - 29	09 - 38	08 - 27
Williston Jr.	11 - 43	12 - 45	15 - 43
Tileston	12 - 44	16 - 50	18 - 46
Lake Forest	21 - 55	24 - 58	28 - 58
Sunset Park Jr.	21 - 55	38 - 76	43 - 69
Chestnut	49 - 72	64 - 90	63 - 84
Williston Sr. (Grade 12)	07 - 29	09 - 43	17 - 47
New Hanover High (Grade 12)	51 - 76	48 - 78	63 - 79
Non-Qualifying School			
Roland Grise	35 - 66	45 - 79	52 - 77

NOTE: These tests were given in April, 1965. Ninth grade test was SCAT-STEP, Level 3. The Twelfth grade used SCAT-STEP, Level 2.

high of 4.1 to 0. The qualifying schools went from a high of 15.7 to a low of 0 per cent.

The gap between the two school groups in the four areas of needs was as pronounced as were the differences under the defects heading. The non-qualifying school with the highest incidence of defects and needs was the same school that was referred to earlier as having the lowest combined comprehension and problem solving ranking of all the non-qualifying schools. It was believed that the result of the homeroom analysis of health defects and needs clearly established the fact that health defects and needs loom menacingly in the path of efforts to strengthen and enrich the school experiences of the children concerned. The results of this analysis are illustrated in Table IX, page 28, and Table X, page 29.

The items under "Defects," and those under "Needs," as illustrated in Tables IX and X were examined further and another analysis break-down was devised for showing the total number of children affected, as well as the per cent. This comparison between qualifying and non-qualifying schools was so constructed that defects within the two groups were seen at a glance. The children in the qualifying schools had higher percentages of defects in every area examined. Physical defects are analyzed in Table XI, page 30.

VI. PHYSICAL FITNESS

Continuing the research into the problems of health and physical education, a physical fitness testing program was devised. The test was given to boys and girls who were 9, 11, 14, and 17 years old. All age groups were given the same four tests. The tests were "sit ups," "broad jump," "pull ups," and "push ups." The school medians were

compared with North Carolina median scores as well as with the scores of the qualifying and non-qualifying schools. The non-qualifying schools reported "pull up" and "push up" scores that were slightly higher than those reported by the qualifying schools. The results of this physical fitness testing program are contained in Appendix A.

VII. DROPOUTS

A study of dropouts in the junior and senior high schools showed that in the 1964-1965 school year, a total of 215 boys and 167 girls dropped out of school in New Hanover County. Of this total of 382 dropouts, 12 came from the one non-qualifying junior high school. The qualifying schools had 370 dropouts. The reasons for dropping out, as recorded in school registers, were listed as follows:

Reason	Number
Reached 16th birthday	110
Physical or mental illness	20
Employment	12
Correctional institutions	15
Joined armed forces	19
Marriage	63
Dismissed from school	37
Unknown	106

A follow up study of the 382 dropouts disclosed the following information:

Re-entered school	12
Working	68
Unemployed	111

TABLE IX

HOMEROOM ANALYSIS OF HEALTH NEEDS

Qualifying Schools	Defects				Needs			
	Dental	Visual	Audio	Other	Nutritional	Examinational	Clothing	Psychological
William H. Blount	93.8	13.5	4.5	4.9	13.1	9.8	18.1	19.4
Tileston	55.4	9.9	2.7	9.6	19.5	32.3	17.7	22.5
Washington Catlett	50.0	2.6	.09	0.0	18.4	10.5	34.2	50.0
James B. Dudley	42.1	17.8	5.6	15.7	18.0	23.0	28.4	13.0
William Hooper	40.4	7.8	0.0	6.4	13.8	14.0	16.5	19.2
Peabody	38.1	8.1	1.1	4.2	7.8	13.9	8.1	10.9
Wrightsboro	27.3	7.1	1.4	3.9	7.9	6.9	5.1	6.5
D. C. Virgo Jr.	26.5	17.5	4.1	7.0	3.8	10.8	6.8	6.0
Gregory	22.9	9.0	3.2	7.4	8.1	8.4	8.2	8.1
Mary W. Howe	19.7	2.3	1.7	0.0	9.4	2.8	5.8	1.7
Lake Forest	19.6	8.4	1.1	1.6	3.8	2.9	3.5	5.3
Williston Jr.	19.5	10.1	1.1	5.6	4.1	6.4	5.3	8.3
Carolina Beach	18.1	5.0	1.4	3.6	2.3	2.3	.5	7.7
Sunset Park Jr.	16.3	5.6	.8	.5	.1	0.0	0.0	3.3
Chestnut	12.2	5.1	.3	1.0	.7	.7	.06	4.8
Williston Sr.	9.8	6.3	1.2	1.6	.87	3.4	2.5	3.9
New Hanover High	4.0	1.4	.4	.2	.4	1.6	.07	9.9

NOTE: The figures in this table are expressed in per cent.

TABLE X

HOMEROOM ANALYSIS OF HEALTH NEEDS

Non-Qualifying Schools	Defects				Needs			
	Dental	Visual	Audio	Other	Nutri-tional	Examina-tional	Clothing	Psycho-logical
J. C. Roe	38.7	38.8	.6	4.1	9.5	38.8	8.5	13.2
Sunset Park Elem.	34.6	2.5	1.1	.8	1.2	1.6	.8	3.4
College Park	22.7	.7	.7	.0	1.4	.0	.2	2.9
Ogden	13.8	.7	.0	.0	1.1	.0	.7	3.0
Forest Hills	13.8	.4	.2	.2	3.0	6.5	4.5	6.7
Bradley Creek	11.2	4.2	.1	.0	.4	.6	1.1	3.1
Roland-Grise	6.2	2.5	.2	.3	.8	.7	.7	4.9
Winter Park	5.7	.6	.0	.1	.1	.0	.0	1.9
Wrightsville Beach	5.3	1.7	.5	.0	.0	.0	.0	3.5
Edwin A. Alderman	1.4	.4	.0	.0	.0	.0	.0	.4

NOTE: The figures in this table are expressed in per cent.

TABLE XI

HOMEROOM ANALYSIS OF PHYSICAL DEFECTS
GRADES 1 - 12

	Qualifying Schools (Membership 12,249)		Non-Qualifying Schools (Membership 5,419)	
	Number	Percent	Number	Percent
Children with dental defects who have not received professional attention	2443	19	809	15
Children with visual defects who have not received professional attention	855	7	114	2
Children with hearing difficulties who have not received professional attention	186	1.5	21	.4
Children with other defects who have not received professional attention	420	3.4	22	.4
Children with nutritional deficiencies	565	4.6	79	1.4
Children who needed a thorough physical examination but who were unable to do so	731	5.9	76	1.4
Children who had inadequate clothing	634	5.2	74	1.3
Children who exhibited any degree of emotional difficulty	1002	9	240	4.4

Ill	2
Correctional institutions	18
Armed forces	17
Moved away	12
Could not be contacted	142

The statistics on dropout studies by schools are contained in Table XII, page 32.

VIII. ABSENCES AND RETENTIONS

In order to evaluate the role poverty played in contributing to absences and retentions, a study was conducted in each of the schools in the county. The analysis of absences and retentions for the school year 1964-1965, showed that average absences in the qualifying schools was 10.23 per cent. For the non-qualifying schools, the figure was 7.57 per cent. In the case of retentions, the qualifying schools showed a retention rate of 7.56 per cent as compared to 2.9 per cent for the non-qualifying schools. These figures indicated that children from low-income families tended to be absent more often than did children from wealthier families; the low-income children experience, to a greater extent, the frustrations brought on by failure, as was evidenced in the absence and retention figures, which are seen in the following illustration of data from the 1964-1965 New Hanover County school year:

	Membership	Absences	Retentions	Per cent Retentions
Qualifying Schools	12,185	124,603	921	7.56
Non-qualifying Schools	5,279	39,944	153	2.90

TABLE XII

NEW HANOVER COUNTY DROPOUTS
1964-1965

School	Grade 7	8	9	10	11	12	Total	Percent Dropouts
Chestnut Jr.	0	0	4				4	.57
Lake Forest Jr.	0	3	9				12	4.90
Roland-Grise Jr.	0	3	9				12	.99
Sunset Park Jr.	5	6	9				20	3.09
Tileston Jr.	1	2	16				19	8.02
Virgo Jr.	2	4	12				18	2.99
Williston Jr.	5	7	35				47	6.06
New Hanover High				106	18	22	146	5.78
Williston High				56	32	16	104	10.64

CHAPTER IV

PROPOSED PROGRAM

A project designed to correct some of the problems encountered by the child in the area of language arts should do much to open the paths of learning in all areas of the curriculum, to improve the child's self-concept, to enable him to enjoy the many pleasures of life, to aid him in the acquisition of saleable skills, and to provide the community with a more informed citizenry. This project was planned to meet specific objectives. These objectives are listed as follows:

1. To improve the reading skills, interests, tastes, attitudes, and habits of children in qualifying schools.

2. To aid the child in developing a feeling of himself as an individual of dignity and worth.

3. To help each child to develop the art of cooperative action.

4. To improve the general achievement of children in qualifying schools.

5. To up-grade the background of personnel in qualifying schools in teaching of the language arts, with emphasis on reading and a better understanding of the deprived child.

6. To provide qualified diagnosis of learning difficulties of children in qualifying schools upon which an adequate program may be developed.

7. To provide corrective measures for children in qualifying schools to fulfill the recommendations of this evaluation.

8. To provide more personnel to effectively reduce classload.

9. To provide professional assistance for teachers in qualifying schools in carrying out the recommendations of a diagnostic center and in providing for a more effective classroom program.

10. To provide an intensive diagnostic and corrective reading program in the summer for children in qualifying schools.

11. To provide the materials necessary to meet the needs of children at all levels, in language arts and the related areas of health and physical fitness.

12. To provide space and equipment for a diagnostic program.

13. To provide personnel to administer the project.

14. To evaluate the effectiveness of the project by studying the results of objective instruments in language arts and general achievement.

15. To provide a program for the diagnosis, treatment and prevention of mental and physical defects.

16. To provide a program for the potential and actual school dropout through understanding of the child, his environment, and his need.

17. To provide a year-round program that will allow the child to develop physical fitness and coordination.

18. To provide a summer program of recreational reading to develop attitudes, interests, and habits.

19. To provide additional opportunities of enrichment to develop cultural backgrounds.

The teachers working with the children in the qualifying schools needed special information. The teacher had to be aware of the fact that these children did not have the verbal ability of children from more favorable socio-economic backgrounds. These children were more apt to want to do something than to express it in words. The teacher needed to exercise wisdom in setting up materials and situations which helped the children to learn.[1]

Writing on the subject, "Optimum Presentation of Materials," Zacharias stated:

But it is encouraging to see the extent to which improvement

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[1]Zacharias, op. cit., p. 33.

in performance can be achieved by organizing class discussion into a generalized form of dialogue, using texts and documents as resources to be tapped when needed. One experimental program in New York, for example, raised reading skills and achievement scores of culturally deprived junior high school students by more than a year and a half in less than 3 months of intensive work of this kind.[2]

I. ACTIVITIES AND SERVICES

The all important and culminating point in this field study was the formulation of the program. The importance of this aspect of the study was amplified by Alford:

> Once the needs are established, it becomes necessary to design and propose a specific program or programs. Under this title, the range of such programs is limited only by the imagination. They may include preschool programs; all types of subject-matter remedial programs; cultural enrichment programs; health and nutrition services; summer, after-school, or weekend classes; and special programs for dropouts, to mention a few--so long as they are concentrated on the children of low-income families.[3]

Project Coordinator. The project was under the immediate supervision of a project coordinator, who was assigned to the staff of the director of instruction. The coordinator was provided with a statistical accountant and a secretary.

Diagnostic Learning Center. A diagnostic learning center was established in the unit's central office and served all qualifying schools. The table of organization called for this center to be staffed by a coordinator, a psychologist, a diagnostician, a technical aide, and a secretary.

Diagnostic Learning Center Equipment. The center was provided

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[2] Ibid., p. 13.

[3] Albert L. Alford, "The Elementary and Secondary Education Act of 1965--What to anticipate," Phi Delta Kappan, XLVI (June, 1965), 485.

with adequate instruments for the diagnosis of learning difficulties. The detection of sight, hearing, and speech defects was possible. Specific diagnosis of problems in language arts as well as in the broad achievement areas was possible.

Referrals to the Diagnostic Learning Center. Referrals were examined and returned to their schools; a diagnostic report, with recommendations, followed. Remedial help was provided by specialists who worked with the children whom the diagnostic report indicated should receive this service.

Specialists in the field of Language Arts. These specialists worked in the schools under the direction of the project coordinator. They aided teachers in organizing the classroom for more effective language arts instruction, and worked with extreme problem cases on an individual and small group basis.

Corrective Centers. Each qualifying school was provided with a corrective center. This center served as headquarters for the specialist and provided materials covering a broad range of interest and ability. The specialist utilized these materials, as appropriate, for classroom instruction in the school or for working with individuals and small groups.

Specialist aid in non-academic areas. The qualifying elementary schools shared visiting teachers in the areas of art, music and physical education.

In-service education program. An initial two weeks in-service program prepared project personnel for their immediate duties. A short term in-service program for all teachers in qualifying schools was scheduled during the summer. Emphasis was placed on the teaching of

language arts, the correlation of subject areas with language arts, and approaches to be used by faculties in bolstering the self-concept of the deprived child. The importance of the self-concept of these children cannot be over emphasized.

Summer program for the specialists in the field of Language Arts. A summer program designed to upgrade the background of teachers in the field of language arts was scheduled. A specialist in language arts taught a six week program for personnel immediately assigned to this area of the project, as well as selected teachers from qualifying schools. This instructional period was followed by a laboratory period in which participating teachers worked with children in the correction of language arts difficulties under the direct supervision of the specialist.

Health programs. Children in the qualifying schools were provided food on the basis of need. The project staff included personnel who aided existing medical facilities in diagnosing and treating medical problems. A head nurse and six other registered nurses were assigned to the project. A medical doctor was retained to diagnose and treat physical defects and illness, and to coordinate the work of the nurses in the schools with public and private medical facilities in the county. Health rooms were upgraded in the qualifying schools. Funds were provided for physical examinations, medicines, corrective devices and other medical referrals as diagnosed and referred by a physician. Clothing was available for needy children. A statement of need from the school principal to the office of the project coordinator was followed by an authority to purchase the clothes needed. In planning the special services--food, clothing, and medical services--the danger of labeling

the low-income child was encountered. The danger of identifying individual children as being poverty stricken has been pointed out by Alford:

> While the focus of this title is on children of poverty, it has never been intended that individual children be identified as participating in a welfare program or coming from a family of less than the low-income factor--$2,000 for the first year. These measures are used to identify statistically the geographic concentrations of poverty and to allocate money; but once a program is approved by the state educational agency for a school attendance area, all children in that area having the particular educational deficiency may participate in the special program. This may also mean that some low-income children will not benefit directly from Title I if they are not in an area of high concentration. There would seem to be no alternative to this, however, unless the legislation were to support a general remedial program--not the intent--or children were individually labeled as poor. The negative results of the latter procedure might offset most of the benefits of the title.[4]

Physical Education. A physical fitness program involved all qualifying schools. Physical education teachers and aides gave the necessary help to the classroom teachers in providing an adequate physical education program and in planning a year-round recreational program for children. Playgrounds and gymnasiums remained open during the summer at the qualifying schools. Although spaces were already available, equipment, transportation, and work on the playgrounds was required to operate an adequate program.

Adjustment Class teachers. Teachers for special adjustment classes at the junior and senior high school levels were provided as appropriate. Predictive dropouts were placed with these teachers and a flexible program, designed to meet their specific needs, was determined.

The Adjustment Class programs. The adjustment class programs

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[4] Ibid.

were enriched by special teachers in the areas of art, music, and physical education. When the junior high and senior high school adjustment class students were scheduled for art, music, and physical education they were assigned to classes of regular students. The special teachers aided the adjustment class teachers, in the qualifying schools, in upgrading the cultural levels of the deprived children. Arrangements, including transportation, were made to allow children to attend various community activities such as concerts, ballet, plays, art shows, and other types of cultural activities. Diagnostic teaching was undertaken in these classes. Materials appropriate to the subject area and the reading levels of the students were purchased.

Home contact plans. Social counselors provided adequate home contacts in an attempt to diagnose the potential school dropout, in order that corrective action might be taken. Children who had already dropped out of school were contacted in an effort to have them return to school. Office space for the social counselors was provided at the unit's central office.

Summer school. A tuition free summer program was provided for the predictive dropout at all levels of instruction. This part of the program presented little in the way of problems since New Hanover County had a planned six-weeks tuition summer school. This summer school was for kindergarten through the twelfth grade. The program included remedial as well as enrichment courses and a speech therapy clinic.

Teacher technicians. These people assisted the primary grade teachers in the qualifying schools. This additional help allowed the classroom teacher to provide more attention to the individual student.

Closed-circuit television. This was a cooperative effort in

which the Ford Foundation, for the North Carolina Comprehensive School Improvement Project; Title I directors; a commercial television cable company; and the local government worked together to make this phase of the program possible. The Ford Foundation supplied $12,000 for equipment. Title I funds were authorized to pay salaries to the television teacher, the television coordinator, the television technician, and the secretary. Title I also supplied an additional $1600 for equipment. The commercial cable company donated the labor and the materials needed to provide cable service to the schools. Local funds were used to plan and develop the studio space as well as to supply the needed studio materials. The cable system provided a variety of enrichment experiences, and an effective in-service program for teachers, in an effort to close the gap for the educationally deprived child. In addition, the circuit was used to develop an experimental program of pre-school readiness experiences, in an effort to reach children in disadvantaged environments earlier. Separate evaluative procedures were developed to assure a complete follow-up in order to determine the effectiveness of the effort.

Summer library activities. A summer library program was planned as an important part of the project. School libraries were to be open for use of children at strategic locations throughout the county. These libraries were to be in qualifying schools. Trained librarians were provided to plan and direct this program.

Private school participation. Title I called for private school pupils to have opportunities for participation. This opportunity was provided to the extent consistent with the number of educationally deprived children who were enrolled in private schools in areas served

by the program. Children attending private schools in qualifying areas were allowed to participate in all activities planned for in this project.

II. SUMMARY AND CONCLUSIONS

It was anticipated that improvement of the language arts would be attained by this project. Reading skills, interests, and attitudes should show particular growth, as emphasis was placed on those activities that were designed to correct deficiencies in this area. There was evidence which indicated that the most effective way to improve language facilities was to begin with a diagnosis to determine the difficulties. Corrective measures were designed according to the levels of need in the areas of difficulty. The diagnostic and corrective centers, designed for this proposal, were a direct outgrowth of this philosophy and the research that supported it.

Authorities in the field accepted the position of reading as the basic skill underlying all of the language arts facilities as well as all of the academic areas of the curriculum. Based upon this philosophy, improvement in general achievement was an expected outcome of the project.

The correction and prevention of physical maladies and defects are of prime importance in raising achievement levels in any area. This proposal included facilities for improving not only physical health, but also provided for the improvement of mental health. Improvement in general health was expected as a result of the assurance of proper nutrition, the furnishing of appropriate clothing, the treatment of physical defects, and the provision of a physical fitness

program.

An evaluation of the program was planned. This procedure was designed to compare the pre-tests in the areas listed in this study with post-tests in the same areas. In addition, a program of subjective evaluation of the various activities of the project was formulated. Availability of the results of this evaluation to the participating schools and to the North Carolina Department of Public Instruction was guaranteed.

The plans for this program were reviewed by the directors of the county Community Action Agency, Opportunities, Inc. This agency coordinated its efforts with the New Hanover County Board of Education to augment the Elementary and Secondary Education Act program with cooperatively planned projects such as a Head Start Program for preschool children, a tutorial program for pupils having academic difficulties, and a work-study program to encourage high school students to remain in school. The close cooperation between the New Hanover County Board of Education and the Community Action Agency eliminated duplication of effort and an attendant waste of funds.

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APPENDIX A

PHYSICAL FITNESS

SCHOOL MEDIANS

EXHIBIT ONE

PHYSICAL FITNESS
SCHOOL MEDIANS
9 YEAR OLD GIRLS

Qualifying Schools	Sit Ups	Broad Jump	Pull Ups	Push Ups
N. C. Median Scores	11*	48"*	5*	-**
Washington Catlett	12	36"		
William H. Blount	12	36"		
James B. Dudley	11	18"	9	11
Mary W. Howe	11	47"	4	7
Gregory	8	43"	1	14
William Hooper	11	45"	9	15
Tileston	5	44"	6	6
Lake Forest	10	46"	12	12
Wrightsboro	8	53"	6	12
Carolina Beach	11	50"	16	21
Chestnut	18	52"	17	22
Non-Qualifying Schools				
Sunset Park Elementary	6	53"	13	20
J. C. Roe	5	49"	6	13
Forest Hills	[illegible]	49"	21	24
Ogden	12	51"	15	21
College Park	11	50"	11	13
Winter Park	12	59"	3	22
Bradley Creek	8	47"	14	17
Edwin A. Alderman	9	49"	14	18
Wrightsville Beach	12	49"	18	18

*These figures were taken from Harold M. Barrow and Rosemary McGee, North Carolina Fitness Test (Raleigh: State Department of Public Instruction, 1961), p. 18.

**North Carolina medians not available.

EXHIBIT TWO

PHYSICAL FITNESS
SCHOOL MEDIANS
9 YEAR OLD BOYS

Qualifying Schools	Sit Ups	Broad Jump	Pull Ups	Push Ups
N. C. Median Scores	13*	53"*	8**	-***
William H. Blount	14	46"	12	16
James B. Dudley	11	48"	11	23
Mary W. Howe	13	51"	6	11
Gregory	14	59"	7	13
William Hooper	11	51"	13	18
Tileston	10	53"	9	21
Lake Forest	15	49"	15	19
Wrightsboro	16	49"	11	15
Carolina Beach	14	53"	18	22
Chestnut	18	51"	17	27
Non-Qualifying Schools				
Sunset Park Elementary	11	56"	14	21
J. C. Roe	11	51"	15	24
Forest Hills	12	49"	18	21
Ogden	14	58"	18	24
College Park	12	49"	16	13
Winter Park	15	67"	6	25
Bradley Creek	15	54"	22	22
Edwin A. Alderman	14	56"	14	23
Wrightsville Beach	15	57"	14	22

*These figures were taken from Harold M. Barrow and Rosemary McGee, North Carolina Fitness Test (Raleigh: State Department of Public Instruction, 1961), p. 18.

**This figure was adapted from Harold M. Barrow and Rosemary McGee, North Carolina Fitness Test (Raleigh: State Department of Public Instruction, 1961), p. 18.

***North Carolina medians not available.

EXHIBIT THREE

PHYSICAL FITNESS
SCHOOL MEDIANS
11 YEAR OLD GIRLS

Qualifying Schools	Sit Ups	Broad Jump	Pull Ups	Push Ups
N. C. Median Scores	13*	52"*	7**	-***
Willian H. Blount	14	36"	15	15
James B. Dudley	9	53"	9	14
Gregory	13	50"	8	15
William Hooper	12	50"	15	18
Tileston	9	46"	8	16
Lake Forest	12	51"	13	17
Wrightsboro	15	56"	7	20
Carolina Beach	14	54"	15	21
Chestnut	17	58"	20	16
Non-Qualifying Schools				
Sunset Park Elementary	13	58"	11	21
J. C. Roe	11	50"	11	20
Forest Hills	16	54"	17	24
Ogden	11	56"	11	16
College Park	17	56"	20	13
Winter Park	16	58"	6	22
Bradley Creek	9	51"	17	16
Edwin A. Alderman	12	49"	11	22
Wrightsville Beach	12	64"	15	18

*These figures were taken from Harold M. Barrow and Rosemary McGee, North Carolina Fitness Test (Raleigh: State Department of Public Instruction, 1961), p. 20.

**This figure was adapted from Harold M. Barrow and Rosemary McGee, North Carolina Fitness Test (Raleigh: State Department of Public Instruction, 1961), p. 20.

***North Carolina medians not available.

EXHIBIT FOUR

PHYSICAL FITNESS
SCHOOL MEDIANS
11 YEAR OLD BOYS

Qualifying Schools	Sit Ups	Broad Jump	Pull Ups	Push Ups
N. C. Median Scores	16*	58"**	12**	-***
William H. Blount	17	56"	16	22
James B. Dudley	8	65"	15	17
Gregory	15	56"	8	17
William Hooper	18	58"	19	21
Tileston	10	62"	12	18
Lake Forest	18	57"	14	27
Wrightsboro	18	68"	14	18
Carolina Beach	18	51"	16	26
Chestnut	18	61"	16	25
Non-Qualifying Schools				
Sunset Park Elementary	14	57"	12	22
J. C. Roe	14	56"	13	30
Forest Hills	21	66"	22	32
Ogden	16	66"	12	19
College Park	14	56"	14	12
Winter Park	19	66"	11	26
Bradley Creek	15	59"	21	24
Edwin A. Alderman	20	60"	13	28
Wrightsville Beach	20	59"	13	25

*This figure was adapted from Harold M. Barrow and Rosemary McGee, North Carolina Fitness Test (Raleigh: State Department of Public Instruction, 1961), p. 20.

**These figures were taken from Harold M. Barrow and Rosemary McGee, North Carolina Fitness Test (Raleigh: State Department of Public Instruction, 1961), p. 20.

***North Carolina medians not available.

EXHIBIT FIVE

PHYSICAL FITNESS
SCHOOL MEDIANS
14 YEAR OLD GIRLS

Qualifying Schools	Sit Ups	Broad Jump	Pull Ups	Push Ups
N. C. Median Scores	13*	62"**	5**	-***
William H. Blount	15	36"	14	19
Williston Senior High	17	55"	4	21
Williston Junior High	12	53"	13	12
Lake Forest	16	61"	13	18
New Hanover High	13	68"	14	11
Sunset Park Junior	14	63"	7	16
Chestnut	17	60"	6	22
Non-Qualifying Schools				
Roland Grise	14	61"	6	10

*This figure was adapted from Harold M. Barrow and Rosemary McGee, North Carolina Fitness Test (Raleigh: State Department of Public Instruction, 1961), p. 23.

**These figures were taken from Harold M. Barrow and Rosemary McGee, North Carolina Fitness Test (Raleigh: State Department of Public Instruction, 1961), p. 23.

***North Carolina medians not available.

EXHIBIT SIX

PHYSICAL FITNESS
SCHOOL MEDIANS
14 YEAR OLD BOYS

Qualifying Schools	Sit Ups	Broad Jump	Pull Ups	Push Ups
N. C. Median Scores	20*	73"**	3*	-***
Williston Senior High	39	66"	2	4
D. C. Virgo Junior High	20	69"	15	16
Williston Junior High	20	76"	10	13
Lake Forest	20	66"	6	21
Wrightsboro	16	63"	22	20
Sunset Park Junior	23	63"	2	13
Chestnut	22	77"	8	26
Non-Qualifying Schools				
Ogden	16	83"	14	26
Roland Grise	19	69"	4	22

*These figures were adapted from Harold M. Barrow and Rosemary McGee, North Carolina Fitness Test (Raleigh: State Department of Public Instruction, 1961), p. 23.

**This figure was taken from Harold M. Barrow and Rosemary McGee, North Carolina Fitness Test (Raleigh: State Department of Public Instruction, 1961), p. 23.

***North Carolina medians not available.

EXHIBIT SEVEN

PHYSICAL FITNESS
SCHOOL MEDIANS
17 YEAR OLD GIRLS

Qualifying Schools	Sit Ups	Broad Jump	Pull Ups	Push Ups
N. C. Median Scores	14*	65"*	12**	-***
Williston Senior High	11	56"	6	9
Williston Junior High	11	44"	1	22
New Hanover High	17	67"	9	16
Chestnut	13	58"	18	17

*These figures were taken from Harold M. Barrow and Rosemary McGee, North Carolina Fitness Test (Raleigh: State Department of Public Instruction, 1961), p. 26.

**This figure was adapted from Harold M. Barrow and Rosemary McGee, North Carolina Fitness Test (Raleigh: State Department of Public Instruction, 1961), p. 26.

***North Carolina medians not available.

EXHIBIT EIGHT

PHYSICAL FITNESS
SCHOOL MEDIANS
17 YEAR OLD BOYS

Qualifying Schools	Sit Ups	Broad Jump	Pull Ups	Push Ups
N. C. Median Scores	21*	86"**	6*	-***
Williston Senior High	22	71"	4	9
D. C. Virgo Junior High	24		12	25
Williston Junior High	18	76"	10	17
Lake Forest	22	71"	4	19
New Hanover High	26	84"	9	26
Chestnut	23	60"	13	27
Non-Qualifying Schools				
Roland Grise	20	77"	11	18

*These figures were adapted from Harold M. Barrow and Rosemary McGee, North Carolina Fitness Test (Raleigh: State Department of Public Instruction, 1961), p. 26.

**This figure was taken from Harold M. Barrow and Rosemary McGee, North Carolina Fitness Test (Raleigh: State Department of Public Instruction, 1961), p. 26.

***North Carolina medians not available.